



Expectations for Coaches July 2011 – June 30, 2012

1. Professional Development Expectations

- a) Attend PIIC statewide Professional Development (multi-day, quarterly conferences) upon request by IU mentor
 - i. July 25-27 – Current PIIC IU mentors only
 - ii. October 17 – October 19, 2011 (Penn State)
 - iii. January 9 – 11, 2012 (Penn State)
 - iv. May 2 – May 4, 2012 (Penn State)
- b) Attend monthly mentor-coaches' meetings planned by the IU mentor
- c) Co-facilitate PD with mentors at PIIC statewide conferences upon request
- d) Provide and facilitate onsite PD for teachers around the PIIC B,D,A cycle of consultation and model of instructional coaching:
 - i. Implementing one-on-one and small group support to teachers
 - ii. Using evidence-based literacy practices (PLN, RA, or other district literacy model)
 - iii. Supporting reflective and non-evaluative practices
 - iv. Focusing on collecting, analyzing, and using classroom/school data
- e) Attend the PLN 1 course (5 sessions for graduate credit from the University of Pennsylvania at no cost for the course) offered through PIIC and facilitate ongoing professional development. (Coach/teacher coverage is the school/district's responsibility.)

2. Other:

- a) Provide data and other information to PIIC upon request
- b) Present at school board presentations/IU presentations on instructional coaching upon request
- c) Document work with teachers through reflections and share with IU mentors to help guide coaching practices

3. Districts:

- a) Substitute coverage where necessary
- b) Applicable district/school reimbursements for travel



THE PENNSYLVANIA INSTITUTE
FOR INSTRUCTIONAL COACHING

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the PA Department of Education

Instructional Coaching Support

Approach to Coaching

- Reflective and non-evaluative
- One-on-one job embedded professional development
- Before, During, After - working with teachers
- Coaching models instruction. Mentoring models coaching
- Using data to make suggestions and decisions
- Working with both teachers and teacher leaders

Approach to Instruction

- Lenses of Learning - Meaning-Centered, Social, Human, Language-Based
- Reflective and deliberate
- Before, During, After - lesson design
- Data gathered to inform instructional decisions
- Emphasizing speaking, listening, reading, writing
- Student choice, student voice
- Reading variety of texts. Writing 8-12 times per day

Approach to Professional Development

- Job-embedded
- Non-evaluative
- Self-directed
- Includes coaches, administrators, teachers, and teacher leaders

* Focus on Literacy
- A lot about writing
- students should be writing 8-12 times per day.

Before/During/After Coaching Model

Before—Pre-conference planning

Coach and the teacher discuss:

- Purpose of the lesson
- Instructional strategies that are going to be used
- PLN framework—the Five Critical Experiences and the Four Lenses of Learning or the school district's adopted instructional model—as means for organizing the lesson
- Formative assessment strategies to be used
- Evidence of student engagement and learning
- Specific focus areas on which coach should concentrate

During—Classroom visit

Coach focuses:

- Teacher's purpose for the lesson
- Evidence of student engagement and learning
- Evidence of implementation of the PLN framework—the Five Critical Experiences and the Four Lenses of Learning or the school district's adopted instructional model
- Evidence of formative assessment strategies
- Specific focus areas agreed upon during the pre-conference

After—Debrief of visit, reflection, and planning

Coach and the teacher discuss:

- Things that went well based on the teacher's purpose of the lesson
- Evidence of student engagement and learning
- Other learning experiences for the teacher during this lesson as agreed upon during the pre-conference
- Things the teacher wants to continue working on
- Date for next pre-conference, classroom visitation, or follow-up conversation



Formative Assessment Strategies and Other Evidence-Based Literacy Strategies

Adapted from the Penn Literacy Network and the work of Dylan William

Reading and Interacting with Text

BEFORE

1. **WORD SPLASH:**

Choose keywords and phrases from a story; requires students to use these words in a creative writing piece before reading the text. Key issue: Limit the number of words; this is a prediction task also.

2. **KEY TERM:**

Before reading – choose one key term from the reading. This requires students to write and connect their feeling about term. This is a predictive/reflective type of writing experience.

3. **REFLECTIVE WRITING:**

This is a before activity which asks students to connect with the text before they transact with text, enabling students to tap prior knowledge.

4. **PREVIEWING AND PREDICTING:**

For all content areas – using student's prior knowledge to focus, motivate, and provide interest.

5. **DO NOWS:**

Type 1/Type 2 writings – often used to model and guide student responses; usually stimulate interest.

6. **KWL:**

Structure/graphic organizer for connecting the new to the known through an active learning process.

DURING

7. **TEXT RENDERING and TALKING TO THE TEXT:**

Engaging students in conversations with their text: during an activity requiring students to go back to their text, students are asked to evaluate and choose key sentences, phrases, and words to express the main idea or make connections. This can be done orally in a large/small group and/or in writing.

8. **NOTE-MAKING:**

Double entry/Cornell note-making – requires students to connect, question, and interact with text. (Ex. Key terms on left. Main ideas and questions on right)



Formative Assessment Strategies and Other Evidence-Based Literacy Strategies

9. LITERATURE CIRCLES:

Activity to provide motivation and choice in student reading by assigning roles to individual members of cooperative groups. This activity enhances comprehension of a novel through group dynamics.

10. JIGSAW/EXPERT JIGSAW:

Cooperative Learning Task – Chinking text in expert groups and home-group/sharing teams. Students become expert in one area and share their knowledge with home group. This is a complete BDA experience.

11. PAIR/SHARE:

This during activity requires students to read (together) and discuss their understanding of the text. They share their understanding of the text (during the paired reading) and go back and forth in their discussion, stopping to discuss and make connections with the text.

12. CRITICAL READING:

Re-reading activities/going back to the text, enabling students to infer correctly; strategic reading.

13. GUIDED LECTURE PROCEDURE:

Before/During/After experiences using structured overviews, Cornell note-making, processing of key words, and questions to guide and understand lectures

14. READ ALOUD THINK ALONG:

Teacher and student modeling, oral reading of questions and connections about text.

AFTER

15. SELF-QUESTIONING:

BDA activity, with students creating questions that may be answered from text.

16. CHUNKING:

Taking apart pieces of any text and grouping them into manageable learning segments. All are strategies to improve comprehension of text.

17. MENTAL IMAGING:

Making a “mind picture” using verbal clues as a descriptive tool.

18. PARAPHRASING:

Students are asked to demonstrate their understanding of what they read by restating the important information

19. SUMMARIZING:

(Strategies 27, 28 & 29 are) After reading activities to improve comprehension, understanding and connection to materials

